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**Iowa Department of Education**

***Charter and Innovation Zone Schools  
in Iowa Annual Report***

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***Iowa Department of Education***

Grimes State Office Building  
Des Moines, IA 50319

December, 2012

State of Iowa  
**Department of Education**  
Grimes State Office Building  
400 E 14<sup>th</sup> St  
Des Moines IA 50319-0146

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## INTRODUCTION

Charter school legislation was passed in Iowa during the 2003 session. It allowed for ten (10) charter schools in Iowa. The 2006 legislative session lifted the charter school cap to twenty (20); however, no funding was allocated. During the 2009 General Assembly, the Charter School Law was expanded to Innovation Zones, which is a public attendance center established by a consortium which must include at least two school districts and an area education agency. During the 2011-2012 school year, there were six (6) public charter schools in the state of Iowa. Schools with public charter school status are:

1. Des Moines Charter School, Des Moines Independent Community School District
2. eSigourney Entrepreneurial Academy for Leadership (eSEAL): Sigourney Community School District
3. Iowa Central Charter High School: Southeast Webster Grand Community School District
4. Northeast Iowa Charter High School: West Central Community School District
5. Prescott Elementary Charter School: Dubuque Community School District
6. Storm Lake / Iowa Central / Buena Vista Early College High School: Storm Lake Community School District

An approved charter application constitutes, at a minimum, a four-year enforceable, renewable contract between a local school board and the State Board of Education. The chart below illustrates the current status and timelines.

<b>Charter</b>	<b>School District</b>	<b>Charter Status Year</b>	<b>Renewal Status</b>	<b>Next Charter Period</b>	<b>Next Renewal Year</b>
Iowa Central Charter School	Southeast Webster Grand CSD	2004-2005	Charter non-renewed by the State Board 2012		
Storm Lake Early College Charter	Storm Lake CSD	2005-2006	Renewed in 2010	2010-2014	2013-2014
Northeast Iowa Charter School	West Central (Maynard)	2005-2006	Renewed in 2008-2009	2009-2013	2012-2013
Prescott Elementary Charter School	Dubuque CSD	2006-2007	Renewed in 2009-2010	2010-2014	2013-2014
eSEAL	Sigourney CSD	2007-2008	Voluntarily non-renewed 2012		
Des Moines Public Charter School	Des Moines Independent CSD	2010-2011	Charter revoked by the State Board 2012		

The purpose of a charter school shall be to accomplish the following:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative methods of teaching.
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.
- Create different organization structures for continuous learner progress.
- Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.
- Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.

Iowa's public charter schools are guided by goals developed by Iowa's original charter school application to the United States Department of Education (USDE), the State Board of Education, Iowa Code, and goals outlined by each charter school. In its initial charter school application to the USDE, the Iowa Department of Education (DE) outlined five goals. These goals are:

- Establish charter schools during the next three years representing a diversity of programs.
- Provide technical assistance for charter schools throughout development and implementation.
- Collect and analyze outcomes of the charter schools again, at a minimum, the state goals for school and student improvement.
- "Incent," document, and disseminate best or promising practices.
- Grow the Public Charter Schools Program beyond initial pilots.

Iowa's charter schools are a part of the State's program of public education and:

- Meet all application federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, and religion.
- Operate as non-sectarian, non-religious public schools.
- Are free of tuition and application free to Iowa resident students between the ages of five and twenty-one (5-21) years.
- Are subject to and comply with Chapters 216 and 216A relating to civil and human rights.
- Provide special education services in accordance with Chapter 256B.
- Are subject to the same financial audits, audit procedures, and audit requirements as a school district.
- Are subject to and comply with Chapter 284 relating to the Student Achievement and Teacher Quality program.
- Are subject to and comply with Chapters 20 and 279 relating to contracts with and discharge of teachers and administrators.

- Are subject to and comply with the provision of Chapter 285 relating to the transportation of students.
- Are subject to and comply with the provisions of Chapters 21 and 22 relating to open meetings for Charter Advisory Council meetings.

As a part of its application, each public charter school has developed goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals in accordance with Iowa Code 256F.10(1) which states: *A charter school or innovation zone school shall report at least annually to the school board or innovation zone consortium, advisory council, and the state board the information required by the school board or innovation zone consortium, advisory council, or the state board. The reports are public records subject to chapter 22.* Limited data are available for assessing success of charter schools in Iowa.

This report serves as an update on the progress of the six charter schools in Iowa in accordance with Iowa Code 256F.10 (2) which states: *Not later than December 1 annually, the state board shall submit a comprehensive report with findings and recommendations to the general assembly. The report shall evaluate the state's charter school and innovation zone school programs generally, including but not limited to an evaluation of whether the charter schools and innovation zone schools are fulfilling the purposes set forth in section 256F.4, subsection 2. The report also shall contain, for each charter school or innovation zone school, a copy of the charter school or innovation zone school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, the number and qualifications of teachers and administrators, and number of and comments on supervisory visits by the department of education and describes self-reported progress each school has made towards its goals.*

# Des Moines Charter School

## **SCHOOL AND DISTRICT INFORMATION**

Des Moines Public Charter School  
1421 Walker St. Suite B  
Des Moines, Iowa 50316

Des Moines Independent Community School District  
901 Walnut Street  
Des Moines, IA 50319  
Thomas Ahart, Interim Superintendent

## **CHARTER'S MISSION**

The Des Moines Public Charter School (DMPCS) will meet the social, emotional, physical, and intellectual needs of young men and women of great potential who have struggled to find success in the traditional middle school setting and are at-risk of dropping out of school. Students will develop (and seek answers to) the “big questions” of life as they engage in a vigorous study of an interdisciplinary, concept-based curriculum delivered through experiential learning in the classroom and other authentic environments thoughtful answers to these questions will reveal a deeper understanding of academic concepts, the mastery of complex skills, and the ability to interact respectfully and constructively with fellow students, teachers, and the broader community.

## **DESCRIPTION OF CHARTER**

The DMPCS has evolved out of the need to provide educationally disadvantaged middle and high school students with a small, personalized, and engaging learning environment that will support each student in mastering the concepts and competencies established in the Iowa Core Curriculum and DMPS Ends. This, along with personalized career exploration and goal setting in Ten-Year Plans, will set each student on a course that leads to high school graduation and success in postsecondary education. The DMPCS is based upon the following beliefs:

- All students have talents, strengths, and abilities.
- Given the appropriate academic support and learning environment, all students can succeed in challenging courses and meet high standards.
- All students need a college preparation program.
- Parents are key partners in their child’s education.
- Schools have the responsibility to mitigate the effects of poverty.

## The Charter Snapshot

**First Year of Charter:** Second semester 2010 - 2011  
**Charter Renewal:** 2013-2014

**Attendance and drop-out rate:** Not available

**Financial Stability:** This district does not have a negative unspent authorized budget.

## DES MOINES CHARTER SCHOOL GOALS

**GOAL 1:** (Reading) Students will demonstrate growth as readers [Students will be assessed] using norm-referenced standardized assessments, criterion-referenced teacher-created assessments, and diagnostic probes and inventories.

**GOAL 2:** (Mathematics) Students will demonstrate growth as mathematicians [Students will be assessed] using norm-referenced standardized assessments, criterion-referenced teacher-created assessments, and diagnostic probes and inventories.

**GOAL 3:** (Science) Students will demonstrate growth as scientific thinkers [Students will be assessed] using norm-referenced standardized assessments and criterion-referenced teacher-created assessments.

### **Iowa Assessment                      2011-2012** **Percent Proficient**

		<b>Charter</b>	<b>District</b>
Reading	7th	63	52
	8th	59	51
	9th	55	41
Math	7th	56	39
	8th	59	45
	9th	67	38
Science	7th	49	49
	8th	53	43
	9th	58	39

**GOAL 4:** (Social Studies) Students will demonstrate growth in their understanding of the world [Students will be assessed] using norm-referenced standardized assessments and criterion-referenced teacher-created assessments.

**Progress:** Not Measured

**GOAL 5:** (Arts) Students will demonstrate growth in their understanding of the value of fine and applied arts [Students will be assessed] using teacher-created assessments, peer reviews, and student self-reflections.

**Progress:** Not Measured

**GOAL 6:** (Health-Wellness) Students will demonstrate growth in their understanding of the attributes of physical and mental well-being [Students will be assessed] using teacher-created assessments and student self-reflections. Growth for all students would be indicated through the percent of students working at the mastery level on teacher-created performance assessments and self-reflections of monitored results of personal health goals.

**Progress:** Not Measured

**Recent Supervisory Visit and Comments:** June, 2012

The Des Moines Charter School experienced a number of setbacks which included the resignation of the director and the inability to hire a director for the 2012 – 2013 school year. This situation caused the district to question its ability to operate in a manner which would meet the current charter goals. The district requested a modification of the charter which would suspend operation for the 2012 – 2013 school year. The request was denied by the State Board. The district failed to open the school on August 1, 2012 which placed the school in violation of the charter contract. The State Board voted to revoke the charter effective on November 15, 2012.

# **eSEAL: eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP**

## **SCHOOL AND DISTRICT INFORMATION**

eSEAL Charter School  
107 W. Marion  
Sigourney, Iowa 52591  
Charter Manager: Kristen Burghorn

Sigourney Community School District  
107 W. Marion  
Sigourney, IA 52591  
Benita Gonzales, Superintendent

## **CHARTER'S MISSION**

The eSigourney Entrepreneurial Academy for Leadership (eSEAL) is being formed with the unique focus to broaden choice for all students in the Sigourney Community School District in grades 7-12, including the district alternative school students and interested community members, to realize opportunities to be entrepreneurs, to select postsecondary options, and to expand opportunities in career fields. A long-range goal for the community is to stop the "brain drain" from the local area and to demonstrate that students can have a productive, successful life owning a personal business, locally or within the state of Iowa.

## **DESCRIPTION OF CHARTER**

eSEAL provides choice for students in grades 7-12 to grow entrepreneurial skills through the application of classroom knowledge to the actual experience of owning a personal business. A strong relationship with Indian Hills Community College allows students, through a flexible 4+1 schedule, to enroll in postsecondary classes leading to a variety of careers.

### **The Charter Snapshot**

**First Year of Charter:** 2007-2008

**Charter Renewal:** 2010-2011(Board and advisory voted to not renew)

**Attendance and drop-out rate:** Not available

**Financial Stability:** This district does not have a negative unspent authorized budget.

## **eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP: eSEAL GOALS AND PROGRESS**

**GOAL 1:** All students will achieve at high levels in reading comprehension.

**PROGRESS: 2011-2012 ITBS/ITED Reading Comprehension NSS scores**

Grade	Non-Charter	Charter	Non-Charter Count	Charter Count
7th	0	242.7	0	41
8th	0	256.3	0	39
9th	273.3	265.4	27	11
10th	270.2	0	41	0
11th	294.9	302.6	30	9

**GOAL 2:** All students will achieve at high levels in mathematics.

**PROGRESS: 2011-2012 ITBS/Math Total/ITED Concepts and Problems NSS scores**

Grade	Non-Charter	Charter	Non-Charter Count	Charter Count
7th	0	235.9	0	40
8th	0	257.4	0	38
9th	264.9	268.2	28	10
10th	276.9	0	41	0
11th	292.3	299.8	30	9

**GOAL 3:** All students will achieve at high levels in science.

**PROGRESS: 2011-2012 ITBS/ITED SCIENCE NSS scores**

Grade	Non-Charter	Charter	Non-Charter Count	Charter Count
7th	0	236.8	0	40
8th	0	257.5	0	38
9th	273.5	280.5	28	10
10th	275.2	0	41	0
11th	296.2	322.6	30	9

**GOAL 4:** Increase the number of classroom activities that utilize technology in the classroom in grades 7-12.

**PROGRESS:** Not reported.

**GOAL 5:** Increase student participation in activities to develop leadership skills in grades 7-12.

**PROGRESS:** Evidence submitted included project rubrics for 7<sup>th</sup> and 8<sup>th</sup> grade students. Additionally, student business plans were submitted.

**GOAL 6:** Increase the number of students that develop a business plan approved by the Incubator Business Committee.

**PROGRESS:** Students are required to organize and present business plans to the advisory committee for admission to the Incubator site.

During the 2011-12 school year 7 student businesses were operating. Business plans were submitted as evidence.

**GOAL 7:** eSEAL students in grades 9-12 will identify and evaluate market opportunities for entrepreneurial ideas.

**PROGRESS:** Business mentors from local businesses work with students to review and evaluate by a team of business leaders. Plans must include: overall marketing plan, finance plan, and management/growth plan. Seven student business plans were submitted as evidence. All business plans included the designated criteria.

**Recent Supervisory Visit and Comments:** September, 2011

Although the Iowa Department of Education provided technical assistance to the charter, due to inability to meet charter goals, the school district and advisory voted to not renew the charter. The charter was allowed to sunset at the end of the 2011-2012 school year.

# IOWA CENTRAL CHARTER HIGH SCHOOL

## SCHOOL AND DISTRICT INFORMATION

Iowa Central Charter High School  
30850 Paragon Ave.  
Burnside, IA 50521

Southeast Webster-Grand Community School District  
Administrator: Launi Dane, Superintendent  
l\_dane@se-webster.k12.ia.us

## CHARTER'S MISSION

To develop a fast track program that will assist students in working toward an associate in arts degree in a specific vocational area or toward a four-year degree program.

## DESCRIPTION OF CHARTER

A partnership, with Iowa Central Community College to serve students in grades 11-12, that have specific vocational and academic needs and want to be on a fast track to a postsecondary study.

## The Charter Snapshot

**First Year of Charter:** 2004-2005

**Charter Renewal:** 2007-2008, 2011-2012 (Not renewed 2012)

**Attendance and Drop-out rate:** Not available

**Financial Stability:** This district does not have a negative unspent authorized budget.

## IOWA CENTRAL CHARTER HIGH SCHOOL GOALS AND PROGRESS

**GOAL 1:** Increase the number of graduates who complete postsecondary training.

## **PROGRESS:**

Year	Average # of classes per student	Average # of credits per student
2007	8.4	27.9

2008	8.5	25.4
2009	8.7	26
2010	8.8	26.6
2011	6.4	19.1
2012	4.3	12.9

**GOAL 2:** Increase math, science, and reading ITED scores at grade 11.

**PROGRESS:**

**Percentage of Iowa Central Charter High School Grade 11 Students on ITED**

	2005-06	2006-07	2007-08	2008-2009	2009-2010	2010- 2011	2011-2012
<b>Reading</b>	69.3%	83%	71.4%	76.1%	80.0%	69.4%	72.7%
<b>Math</b>	85.7%	76.6%	75.5%	78.5%	82.3%	77.6%	63.6%
<b>Science</b>	93.8%	87.2%	76.6%	83.3%	81.8%	79.6%	75/8%

**GOAL 3:** Improve ACT composite scores.

**PROGRESS:**

**Average Composite Score on ACT**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010- 11	2011-12
<b>Average Composite Score on ACT</b>	21.8	24.1	23.5	22.3	21.1	20.2	Not reported

**GOAL 4:** Increase the course offerings available to all students and individualize instruction to meet individual needs.

**PROGRESS:** This is an action step, not a goal. The charter school continually works to expand course offerings.

**Recent Supervisory Visit and Comments:** March, 2012

Although the Iowa Department of Education provided technical assistance to the charter, due to inability to meet charter goals, the State Board voted to not renew the charter. The charter was allowed to sunset at the end of the 2011-2012 school year.

# NORTHEAST IOWA CHARTER HIGH SCHOOL

## **SCHOOL/DISTRICT INFORMATION**

Northeast Iowa Charter High School  
305 Pember  
Maynard, IA 50655

West Central Community School District  
305 Pember  
Maynard, IA 50655  
Administrator: Stuart Fuhs, Superintendent/High School Principal

## **CHARTER'S MISSION:**

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

## **DESCRIPTION OF CHARTER:**

Northeast Iowa Charter High School consists of a partnership between Northeast Iowa Community College and West Central High School for 11<sup>th</sup> through 12<sup>th</sup> grade students to provide unlimited learning opportunities producing a high qualified work force.

## **The Charter Snapshot**

**First Year of Charter:** 2005-2006

**Charter Renewal:** 2008-2009, 2012-2013

**Students Enrolled in Charter:** 45 (2011-2012)

Forty Five of Forty Nine (45/49) seniors and juniors were enrolled in the Charter in 11-12, for a 91.8% participation rate. They took a total of 463 college credits, an average of 10.28 credits were taken by all juniors and seniors in the charter for 2011-12.

### **Senior demographics:**

Total N: 26 (23 of 26 graduating senior in 2012 took charter classes for 88.46 percent participation)

Males 8; Females 15

Low SES: <10

IEP: <10

Minority: 0

### **Junior demographics:**

Total N: 23 (22 of 23 took charter classes for 95.7 percent participation)

Males 8; Females 14

Low SES: <10  
 IEP: <10  
 Minorities: 0

**Total Percentage of All Drop-outs (7-12):** 1 out of 145 0.00689

**Financial Stability:** This district does not have a negative unspent authorized budget.

**NORTHEAST IOWA CHARTER HIGH SCHOOL  
 GOALS AND PROGRESS**

**GOAL 1:** Increase the percent of graduates who complete post-secondary training from West Central Community School District.

**PROGRESS:** See chart below for detailed information regarding the number of students and post-secondary credits earned by graduation.

**Northeast Iowa High School Charter: Senior Credits**

<p>Senior Class 2004: 28 graduates</p> <ul style="list-style-type: none"> <li>• 17 took college courses</li> <li>• 5 earned 15 hours credit or more</li> <li>• 0 earned 30 hours credit or more</li> <li>• 0 earned 40 hours credit or more</li> </ul>	<p>Senior Class 2005: 18 graduates</p> <ul style="list-style-type: none"> <li>• 9 took college courses</li> <li>• 3 earned 15 hours credit or more</li> <li>• 0 earned 30 hours credit or more</li> <li>• 0 earned 40 hours credit or more</li> </ul>
<p>Senior Class 2006: 23 graduates</p> <ul style="list-style-type: none"> <li>• 22 took college courses</li> <li>• 16 earned 15 hours credit or more</li> <li>• 3 earned 30 hours credit or more</li> <li>• 0 earned 40 hours credit or more</li> </ul>	<p>Senior Class 2007: 33 graduates</p> <ul style="list-style-type: none"> <li>• 30 took college courses</li> <li>• 22 earned 15 hours credit or more</li> <li>• 12 earned 30 hours credit or more</li> <li>• 3 earned 40 hours credit or more</li> </ul>
<p>Senior Class 2008: 33 graduates</p> <ul style="list-style-type: none"> <li>• 30 took college courses</li> </ul>	<p>Senior Class 2009: 22 graduates</p> <ul style="list-style-type: none"> <li>• 22 took college courses</li> </ul>

<ul style="list-style-type: none"> <li>• 22 earned 15 hours credit or more</li> <li>• 12 earned 30 hours credit or more</li> <li>• 3 earned 40 hours credit or more</li> <li>• 2 earned AA degrees</li> </ul>	<ul style="list-style-type: none"> <li>• 14 earned 15 hours credit or more</li> <li>• 8 earned 30 hours credit or more</li> <li>• earned 40 hours credit or more</li> </ul>
<p>Senior Class 2010: 23 graduates</p> <p>17 took college courses</p> <p>5 earned 5 or more credits</p> <p>3 earned 15 hours credits or more</p> <p>3 seniors earned 30 hours credit or more</p>	<p>Senior Class 2011:</p> <ul style="list-style-type: none"> <li>• 15 of 23 took college courses 348 credits. (90.5% part.)</li> </ul>
<p>Senior Class 2012</p> <ul style="list-style-type: none"> <li>• 23 of 26 took 469 credits</li> <li>• 16 earned 15 hours of credit or more</li> <li>• 7 earned 30 hours of credit or more</li> </ul> <p>1 earned more than 40 hours of credit</p>	

**GOAL 2:** Continue to raise ITED proficiencies for 11<sup>th</sup> grade students in reading, mathematics, and science.

**PROGRESS:** ITED scores for 11<sup>th</sup> grade charter students decreased in science. ITED scores in mathematics and reading increased.

**Northeast Iowa Charter High School: Percentage of Charter Students Proficient in Reading, Mathematics, and Science on ITED**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>Reading</b>	96%	83%	86%	86.8%	86.8%	94.6%
<b>Mathematics</b>	92%	94%	90%	95.6%	95.6%	100%
<b>Science</b>	96%	83%	100%	82.5%	82.5%	94.6%

**GOAL 3:** Provide special needs and at-risk students with the opportunity to develop individualized courses of study working toward a high school diploma and developing employability skills.

**PROGRESS:**

11<sup>th</sup> Grade- ITED Proficiencies:

	All Student	Low SES	IEP
Reading	95.2	100	NA
Math	100	100	NA
Science	95.2	100	NA

**GOAL 4:** Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

**PROGRESS:** The number of students graduating with dual concentration increased from forty-seven percent (47%) in 2004-2005 pre-charter to more than seventy-three percent (88.5%) in 2011-2012. Data indicates that the charter is providing increased opportunities for students who are low income and who have IEPs, as well as students in the general population.

**Northeast Iowa Charter High School: Students Graduating with Dual Concentration**

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Seniors	8 of 17 47%	22 of 23 96%	30 of 33 91%	29 of 31 96%	22 of 22 100%	19 of 21 90.5%	15 of 23 73.9%	23 of 26 88.5%
Low SES	< 10 25%	< 10 100%	< 10 100%	< 10 75%	< 10 100%	< 10 66.6%	< 10 62.5	<10 100%
IEP	< 10 0%	< 10 50%	< 10 60%	< 10 60%	< 10 100%	< 10 75%	< 10 40%	<10 0%

**Total Charter Credits earned/ student average # of credits earned: 5 year charter trend-line data**

	2007-08 Cr./Students Aver. # Cr	2008-09 Cr./Students Aver. # Cr	2009-10 Cr./Students Aver. # Cr	2010-2011 Cr./Students Aver. # Cr	2011-2012 Cr./Students Aver. # Cr
All Seniors	861/31 27.8 Cr	488/22 22.2 Cr	367/21 17.5 Cr	348/23 23.2 Cr	469/23 20.4 Cr
Low SES	3 of 4 75% cr	3 of 3 100% cr	3 of 3 100% cr	4 of 4 100% Cr	7 out of 7 100% Cr

IEP	3 of 5 60% Cr	4 of 4 100% Cr	4 of 4 100% Cr	2 of 2 100% Cr	0 of 1 0% Cr
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**ACT DATA: A total of 14 seniors, or 53.8% of the class of 2012, have taken the ACT for a class total average of 23.36. 14 of 26 2012 seniors taking the ACT, or 87.5%, scored at or above the cut-score of 20, which is the cut-score used to indicate probable success in college.**

	2006	2007	2008	2009	2010	2011	2012
ACT	10 of 23	16 of 39	19 of 31	12 of 22	9 of 21	8 of 23	14 of 26
Participation Rate	43.47%	44.44%	61.29%	54.54%	52.38%	34.8%	53.8%
Average ACT Score	22.20	24.18	23.32	21.92	22.77	25.1	23.36

**Recent Supervisory Visit and Comments:** November 29, 2011

The Department will continue to work with the district to provide technical assistance. The charter is up for renewal in 2012 – 13 school year.

## PRESCOTT ELEMENTARY CHARTER SCHOOL

### **SCHOOL / DISTRICT INFORMATION:**

Prescott Elementary Charter School  
1151 White Street  
Dubuque, IA 52001  
Chris McCarron, Principal

Dubuque Community School District  
2300 Chaney Road  
Dubuque, IA 52001  
Stan Rheingans, Superintendent

### **CHARTER'S MISSION:**

The mission of Prescott Elementary Charter School, an Expeditionary Learning Charter School for the Arts, is to empower each child to achieve his/her potential and to become a strong contributing member of society.

### **DESCRIPTION OF CHARTER:**

Serves students in grades K-5, intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum. The school is the charter (school-wide charter).

### **The Charter Snapshot**

**First Year of Charter:** 2006-2007

**Charter Renewal:** 2009-2010

### **Attendance and drop-out rate:**

Number of students enrolled in the Charter? **296 PK-5th**

Student Demographics:

a. Grade levels and numbers of students:

**PK-42, K-39, 1st-54, 2<sup>nd</sup>-43, 3<sup>rd</sup>- 36, 4<sup>th</sup>-38, 5<sup>th</sup>-36**

b. Subgroups and numbers in each category:

- Race- **49%**
- Socio-economic status – **89%**
- IEP- **36%**
- Gender- **53% Male 47% Female**
- ELL -**12%**

**ATTENDANCE RATE:** 94.5% for 2011-2012

**Financial Stability:** This district does not have a negative unspent authorized budget.

**PRESCOTT ELEMENTARY CHARTER SCHOOL  
GOALS AND PROGRESS**

**GOAL 1:** Increase student achievement in **reading** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

**PROGRESS:**

3rd Grade Reading	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>74.56</b>	<b>76.09</b>	<b>75.53</b>	<b>77.32</b>	<b>75.78</b>
<b>Keystone AEA</b>	<b>75.28</b>	<b>78.4</b>	<b>77.6</b>	<b>79.33</b>	<b>77.06</b>
<b>Dubuque Comm School District</b>	<b>71.8</b>	<b>75.51</b>	<b>77.8</b>	<b>79.25</b>	<b>77.53</b>
<b>Prescott Elementary School</b>	<b>45.46</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>32.43</b>

4th Grade Reading	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>76.7</b>	<b>80.39</b>	<b>77.62</b>	<b>81.58</b>	<b>73.36</b>
<b>Keystone AEA</b>	<b>77.46</b>	<b>81.43</b>	<b>78.69</b>	<b>83.37</b>	<b>74.12</b>
<b>Dubuque Comm School District</b>	<b>75.19</b>	<b>78.88</b>	<b>76.91</b>	<b>83.38</b>	<b>70.9</b>
<b>Prescott Elementary School</b>	<b>61.7</b>	<b>62.17</b>	<b>53.49</b>	<b>63.16</b>	<b>50</b>

5th Grade Reading	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>76.32</b>	<b>79.56</b>	<b>77.57</b>	<b>79.85</b>	<b>73.42</b>
<b>Keystone AEA</b>	<b>76.72</b>	<b>83.61</b>	<b>78.4</b>	<b>81.59</b>	<b>76.41</b>
<b>Dubuque Comm School District</b>	<b>71.28</b>	<b>80.51</b>	<b>77.39</b>	<b>79.69</b>	<b>76</b>
<b>Prescott Elementary School</b>	<b>41.17</b>	<b>54.35</b>	<b>39.53</b>	<b>53.85</b>	<b>45.71</b>

(Source: EdInfo Annual Progress Report)

**READING AYP DATA**

APY Students ONLY	2008-2009	2009-2010	2010-2011	2011-2012

				* NEW TEST
All Students	Missed AYP	Missed AYP	Met AYP- Safe Harbor	Missed AYP
Low SES	Missed AYP	Missed AYP	Met AYP-Safe Harbor	Missed AYP
Special Ed (IEP)	< 30	< 30	Missed AYP	Missed AYP
ELL	<30	<30	<30	<30
African American	Missed AYP	Missed AYP	Met AYP – Safe Harbor	<30
Asian	<30	<30	<30	<30
Hispanic	<30	<30	<30	<30
White	Missed AYP	Missed AYP	Met AYP-Safe Harbor	Missed AYP
Pacific Islander	< 30	< 30	<30	<30
Multi-Racial	<30	<30	<30	<30

**READING-MAP 2010-2011  
STUDENTS REACHING THEIR TARGET RIT SCORE**

Grade Level	Percentage of students meeting or exceeding their target RIT score in READING on MAP		
	2009-2010	2010-2011	2011-2012
2 <sup>nd</sup>	23.1 (District 35.4)	31.6 (District 42.1%)	35.1 (District 38.9%)
3 <sup>rd</sup>	43.9 (District 42.6)	35 (District 42.1%)	38.2(District 41%)
4 <sup>th</sup>	55.3 (District 42)	27.8 (District 49.5%)	39.4 (District44.6%)
5 <sup>th</sup>	38.1 (District 49.7)	56.8 (District 57.2%)	41.2 (District 47.4%)

**SPRING MAP READING COMPREHENSION SCORES**

	5th	4th	3rd	2nd
Spring 2008	199.5	189.2	189.2	175.3
Spring 2009	204.3	196.2	189.4	176.9
Spring 2010	204.5	197.8	190.4	177.3
Spring 2011	203.7	198.5	191.2	178.4
Spring 2012	204.6	198.4	188.4	179.6

**Iowa Testing Program**  
**Grades 3-5 ITBS FAY Collapsed Data Per Annum Reading Proficiency**  
 Scores for collapsed data is an approximate target based on individual grade level targets

Annual Full Academic Year (FAY) Proficiency by Subgroup																		
	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students			
Reading Comprehension	Fall, 2006			Fall, 2007			Fall 2008			Fall, 2009			Fall, 2010			Fall, 2012 NEW ITP		
NCLB Target Score	68.6%*			75.5%*			75.5%*			75.5%*			81.6%*					
All Students	99	71	50.7	120	75	58.7	117	102	53.9	122	93	48.4	110	91	54.9		91	48.3
Female	43	29	72.4	68	47	59.6	63	56	57.1	59	45	53.3	45	36	63.9			
Male	56	42	35.7	52	28	57.1	54	46	50	63	48	43.8	65	55	49.1			
White	60	46	58.7	76	58	67.2	68	65	64.6	48	44	59.1	47	42	64.3		45	57.7
African American	31	19	36.8	34	14	28.6	41	32	34.4	53	33	33.3	35	30	40			
Asian	2	2	50	0	0	N/A	0	0	NA	1	0	NA	1	1	100			
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA			
Hispanic	6	4	25	10	3	33.3	8	5	40	12	10	30	11	8	37.5			
Pacific Islander										1	0	NA	7	1	0%			
Other										7	6	83.3	9	9	77.8			
Low SES	81	58	46.6	96	55	50.9	98	83	49.4	109	80	43.8	95	76	51.3		74	44.5
Non-low SES	18	13	69.2	24	20	80	19	19	73.7	13	13	76.9	15	15	73.3			
IEP	14	12	25	21	10	60	20	17	47.1	30	23	26.1	40	35	28.6		33	33.3
Non-IEP	85	59	55.9	99	65	58.5	97	85	55.3	92	70	55.7	70	56	71.4			

NEW BASELINE FOR ITP- CHANGE OF ASSESSMENT

**Report of Annual Yearly Progress on ITBS for READING**

APY Students ONLY	2008-2009	2009-2010	2010-2011	New Baseline for ITP- New Assessment	2011-2012
All Students	Missed AYP	Missed AYP	Met AYP- Safe Harbor		Missed AYP
Low SES	Missed AYP	Missed AYP	Met AYP-Safe Harbor		Missed AYP
Special Ed (IEP)	< 30	< 30	Missed AYP		Missed AYP
ELL	<30	<30	<30		< 30
African American	Missed AYP	Missed AYP	Met AYP – Safe Harbor		< 30
Asian	<30	<30	<30		<30

Hispanic	<30	<30	<30		<30
White	Missed AYP	Missed AYP	Met AYP-Safe Harbor		Missed AYP
Pacific Islander	< 30	< 30	<30		<30
Multi-Racial	<30	<30	<30		<30

**Kindergarten Literacy Data  
PRESCOTT EARLY LITERACY ASSESSMENT**

*Combined Phonemic Awareness-% of children meeting grade level criteria*

	Fall 2008	Spring 2009		Fall 2009	Spring 2010		Fall 2010	Spring 2011		Fall 2011	Spring 2012
Combined	0%	17%		0%	13%		0%	5%		3%	15%
Rhyming	45	81		26	85		27	75		38	94
Blending	5	86		18	87		12	76		8	91
Segmenting	3	17		0	13		0	5		3	15

Interpretation of the OS Data:

- The average ELA score is 148 this year. Last year, the average score was 136.
- This year's ELA scores were the highest scores recorded.
- More students were proficient than last year.

**1<sup>st</sup> Grade Literacy Data  
PRESCOTT OBSERVATION SURVEY**

% of Students Reading At or Above Grade Level (18)			
	Fall	Winter	Spring
06-07	0	17.9	46.2
07-08	10	37.8	63.4
08-09	10.3	13.2	62.9
09-10	2.9	22.2	70.3
10-11	10.5	24.3	67
11-12	41	41	57

Interpretation of the ELA Data:

- This year's spring scores were lowest in several years. We had 3 first grade classes this year versus the two classes that we usually have. Title 1 services covered the three classes as well as kindergarten and second.
- 22/49 1<sup>st</sup> graders are at level 22- 45% 13/22 were independent at grade level on the BRI. We had more students take the BRI than ever before.

**SUMMARY OF THE MAP TEST**

This year's spring MAP assessment was the highest scores for reading for all grade levels except for 3<sup>rd</sup> grade where there was a slight decline. ALL special education students take the MAP assessment and are included in this data.

## General Conclusions Regarding Reading Progress Reported by the Charter:

- Our students were making gradual increases in reading as an aggregate group and in their subgroups, but the progress is slow. The increase is still evident in MAP and in our literacy assessments, but this past year, we dropped on the ITP (Formerly the ITBS). As this was a new assessment this year. The 2011-2012 ITP will serve as a baseline in this assessment for us.
- We are not meeting the trajectory for any identified group.
- We were making progress in the number of subgroups meeting AYP. In 2010 we were able to meet AYP on the ITBS for All Students, Low SES, African American and White; whereas previously, we were not meeting AYP expectations in any of the identified areas. This year, we did not make the AYP again in these areas on the new ITP.
- This past year, special education was the only subgroup that had an increase in the percentage of students proficient.
- We have multiple measures that indicate a gradual increase in student academic performance in the area of reading: ITBS, MAP (Measures of Academic Progress), and DCSD Literacy Assessments (Early Literacy Assessment, Observation Survey, Basic Reading Inventory.) The 2012-2013 school year, we will no longer utilize the BRI in grades 2-5, but will now have DIBBLES as our assessment. This will serve as our baseline year for that assessment.
- Our special education students continue to be a subgroup not meeting AYP and our SINA plan will have specific action steps to address this subgroup of readers.
- Our reading implementation data indicates that our teachers are all implementing the strategies identified in last year's SINA plan, last year, we worked hard to increase the fidelity of the implementation with additional demonstrations to other teachers. The increase in the fidelity of implementation has been seen in lesson plans, logs, and observations.

## Other Information Regarding Reading Progress

- All students are involved in at least one guided reading group at their level. All students reading below grade level have reading interventions in place.
- Differentiate instruction occurs for students both below and above grade level expectations.
- Every Child Read strategies to improve reading comprehension have been implemented. Staff regularly use Read Alouds and Talk Alouds within their instruction. Staff are implementing Think Alouds as part of the explicit instructions.
- Staff had professional development in and delivered more explicit comprehension instruction during guided reading. Think Alouds were included in explicit lessons on main idea and sequencing at all grade levels.
- A new research-based phonics program, Fountas and Pinnell has been implemented K-3.
- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both teacher and student.
- The instructional coach is demonstrating and working with new teachers to institute appropriate guided reading instruction.
- We have implemented Fountas and Pinnell leveled literacy interventions

- Special education, general education, and reading teachers are team-teaching to provide additional supports to struggling reader.

**GOAL 2:** Increase student achievement in **math** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

**PROGRESS:**

3rd Grade Math	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>75.03</b>	<b>76.16</b>	<b>76.2</b>	<b>77.7</b>	<b>78.4</b>
<b>Keystone AEA</b>	<b>76.18</b>	<b>78.41</b>	<b>80.67</b>	<b>80.79</b>	<b>75.29</b>
<b>Dubuque Comm School District</b>	<b>72.55</b>	<b>75.7</b>	<b>80.15</b>	<b>79.81</b>	<b>74.36</b>
<b>Prescott Elementary School</b>	<b>44.18</b>	<b>55.26</b>	<b>59.52</b>	<b>48.71</b>	<b>51.35</b>

4th Grade Math	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>79.03</b>	<b>80.33</b>	<b>79.17</b>	<b>81.34</b>	<b>77.12</b>
<b>Keystone AEA</b>	<b>80.81</b>	<b>81.73</b>	<b>81.65</b>	<b>85.63</b>	<b>80.47</b>
<b>Dubuque Comm School District</b>	<b>77.16</b>	<b>78.05</b>	<b>79.02</b>	<b>85.33</b>	<b>77.55</b>
<b>Prescott Elementary School</b>	<b>40.43</b>	<b>37.84</b>	<b>48.84</b>	<b>62.16</b>	<b>55.56</b>

5th Grade Math	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>79.39</b>	<b>79.12</b>	<b>79.66</b>	<b>79.41</b>	<b>77.07</b>
<b>Keystone AEA</b>	<b>82.38</b>	<b>82.18</b>	<b>82.43</b>	<b>82.16</b>	<b>82.65</b>
<b>Dubuque Comm School District</b>	<b>77</b>	<b>81.45</b>	<b>79.2</b>	<b>79.95</b>	<b>84.35</b>
<b>Prescott Elementary School</b>	<b>44.12</b>	<b>54.35</b>	<b>48.84</b>	<b>56.41</b>	<b>62.86</b>

(Source: EdInfo Annual Progress Report)

**MATH AYP DATA**

APY Students ONLY	2008-2009	2009-2010	2010-2011	2011-2012 * NEW TEST
All Students	Missed AYP	Met AYP- Safe	Met AYP- Safe	Missed AYP

		Harbor	Harbor	
Low SES	Missed AYP	Met AYP- Safe Harbor	Met AYP-Safe Harbor	Missed AYP
Special Ed (IEP)	< 30	< 30	Met AYP- Safe Harbor	Missed AYP
ELL	<30	<30	<30	<30
African American	Missed AYP	Met AYP- Safe Harbor	Missed AYP	<30
Asian	<30	<30	<30	<30
Hispanic	<30	<30	<30	<30
White	Missed AYP	Missed AYP	Met AYP-Safe Harbor	Missed AYP
Pacific Islander	< 30	< 30	<30	<30
Multi-Racial	<30	<30	<30	<30

### SPRING MAP SCORES- MATH

	5th	4th	3rd	2nd
Spring 2008	199.5	189.2	189.2	175.3
Spring 2009	204.3	196.2	189.4	176.9
Spring 2010	204.5	197.8	190.4	177.3
Spring 2011	203.7	198.5	191.2	178.4
Spring 2012	212.9	205.3	194.6	184.5

### General Conclusions Regarding Math Progress Reported by the Charter:

- Our students are making growth in math over-time. Our growth in math is greater than our growth in reading. The increase is still evident in MAP and in our Trailblazer assessments, but this past year, we dropped on the ITP (Formerly the ITBS). As this was a new assessment this year. The 2011-2012 ITP will serve as a baseline in this assessment for us.
- We are not meeting the trajectory in math.
- Last year we were progress in the number of subgroups meeting AYP expectations. Initially we were not meeting AYP on the ITBS in any sub group, and this year, we met AYP in 4 subgroups: White, Low SES, Special Education and White. The only subgroup that we did not meet AYP in was African Americans. Although African American performance dropped slightly last, our percentage of African American students proficient in math has increased from 21% in 2006 to 40% in 2010. We believe that

continued work with CGI will continue to have a positive impact on this subgroup as well the other groups. Therefore, our math plan does not have specific action steps to address this subgroup of students.

- Although we did not meet AYP in math, we had more students proficient in all subgroups.
- We have multiple measures in math that also indicate a growth in student achievement over-time: ITBS, MAP, and DCSD Math Trailblazer's end-of- year textbook assessment.

**Other Information Regarding Math Progress:**

- All teachers are using a common lesson plan structure for their math instruction. The “launch,” “explore,” and “summarize” components are identifiable in teachers’ lesson plans.
- Special education teachers and general education teachers are team-teaching or co-teaching when special education students are not in an alternative math program to offer additional supports as needed.
- Guided math groups are in place at each grade level to offer differentiated instruction for both those below grade level and those above grade level.
- Students who are performing below grade level have math interventions in place.
- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both teacher and student.
- All teachers have implemented CGI- Cognitively Guided Math Instruction
- Paraprofessionals are being included in CGI professional development to increase their knowledge base to support students.

**GOAL 3:** Increase student achievement in **science** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

**PROGRESS:**

3rd Grade Science	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>78.35</b>	<b>80.16</b>	<b>80.29</b>	<b>81.59</b>	<b>79.07</b>
<b>Keystone AEA</b>	<b>79.82</b>	<b>81.59</b>	<b>83.06</b>	<b>85.95</b>	<b>87.84</b>
<b>Dubuque Comm School District</b>	<b>74.38</b>	<b>75.75</b>	<b>80.16</b>	<b>84.02</b>	<b>88.41</b>
<b>Prescott Elementary School</b>	<b>43.9</b>	<b>40.54</b>	<b>61.54</b>	<b>60.52</b>	<b>72.98</b>

4th Grade Science	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>83.5</b>	<b>81.44</b>	<b>83.8</b>	<b>82.45</b>	<b>81.01</b>
<b>Keystone AEA</b>	<b>85.54</b>	<b>83.36</b>	<b>84.38</b>	<b>86.03</b>	<b>86.64</b>
<b>Dubuque Comm School District</b>	<b>80.87</b>	<b>77.81</b>	<b>79.28</b>	<b>84.77</b>	<b>83.62</b>

<b>Prescott Elementary School</b>	<b>46.66</b>	<b>47.23</b>	<b>58.54</b>	<b>68.57</b>	<b>61.11</b>
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5th Grade Science	2008	2009	2010	2011	2012
	% Prof				
<b>State</b>	<b>82.02</b>	<b>81.65</b>	<b>83</b>	<b>81.84</b>	<b>75.83</b>
<b>Keystone AEA</b>	<b>83.67</b>	<b>84.82</b>	<b>84.8</b>	<b>83.65</b>	<b>79.49</b>
<b>Dubuque Comm School District</b>	<b>78.52</b>	<b>78.59</b>	<b>80.42</b>	<b>77.68</b>	<b>77.72</b>
<b>Prescott Elementary School</b>	<b>50</b>	<b>61.36</b>	<b>54.76</b>	<b>62.16</b>	<b>45.71</b>

(Source: EdInfo Annual Progress Report)

The test changed from ITBS to ITP. This year will serve as a baseline year. We will be moving to using NSS scores.

**HISTORICAL ITBS DATA**  
**Grades 3-5 ITBS FAY Collapsed Data Per Annum Science Proficiency**  
**Scores for collapsed data is an approximate target based on individual grade level targets**

	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students	# of students tested	# FAY students	% of FAY students
Science	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	Not Established														
All Students	99	71	43.7	117	73	52.1	117	102	49	122	93	59.1	110	91	69.2
Female	43	29	51.7	67	46	54.3	63	56	48.2	59	45	57.8	45	36	69.4
Male	56	42	38.1	50	27	48.1	54	56	50	63	48	60.4	65	55	69.1
White	60	46	58.7	74	56	55.4	68	65	64.6	48	44	63.6	47	42	81
African American	31	19	15.8	33	14	28.6	41	32	21.9	53	33	57.6	35	30	60
Asian	2	2	0%	0	0	N/A	0	0	NA	1	0	NA	1	1	0%
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	25	10	3	100	8	5	20	12	10	40	11	8	37.5
Pacific Islander										1	0	NA	7	1	0%
Other										7	6	66.7	9	9	88.9
Low SES	81	58	36.2	93	53	45.3	98	83	42.2	109	80	58.8	95	76	65.8
Non-low SES	18	13	76.9	24	20	70	19	19	78.9	13	13	61.5	15	15	86.7
IEP	14	12	50	20	10	70	20	17	41.2	30	23	47.8	40	35	54.3
Non IEP	85	59	42.4	97	63	49.2	97	85	50.6	92	70	62.9	70	56	78.6

**OTHER NOTES REGARDING SCIENCE PROGRESS**

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- ECR reading strategies were taught within the content area of science.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.

- Students were taken out into the community and/or community experts were brought into the classroom for almost every expedition to help students to connect science to the real world around them.

**GOAL 4:** Increase student achievement in **social studies** on an annual basis.

**PROGRESS:** The test changed from ITBS to ITP. This year will serve as a baseline year. We will be moving to NSS scores.

**HISTORICAL DATA**  
**Grades 3-5 ITBS FAY Collapsed Data Per Annum Social Studies Proficiency**  
**Scores for collapsed data is an approximate target based on individual grade level targets**

Social Studies	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	40.8	75	44	102	57.8	93	57	110	53.7
Female	29	41.4	47	44.7	56	57.1	45	60	45	
Male	42	40.5	28	42.9	46	58.7	48	54.2	65	
White	46	50	58	46.6	65	67.7	44	70.5	47	63.8
African American	19	21.1	14	21.4	32	40.6	33	42.4	35	45.7
Asian	2	50	0	0	0	NA	0	NA	1	0
Native American	0	NA								
Hispanic	4	25	3	100	5	40.0	10	40	11	45.4
Pacific Islander							1	0	7	42.8
Other									9	66.6
Low SES	58	32.6	55	36.4	83	51.8	80	53.8	95	43.5
Non-low SES	13	61.5	20	65	19	84.2	13	76.9	15	56.4
IEP	12	33.3	10	60	17	41.2	23	39.1	40	37.5
Non-IEP	59	42.4	65	41.5	85	61.2	70	62.9	70	78.5

**OTHER NOTES REGARDING SOCIAL STUDIES PROGRESS**

- All expeditions from last year were revised to ensure social studies standards and benchmarks are being addressed.
- Staff development was provided in a variety of instructional protocols which focused on increasing student engagement and monitored implementation of the protocols through lesson plans.
- Each grade level team participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year. Special education teachers participated in the planning sessions.

**GOAL 5:** Increase student involvement with and **staff implementation of the Expeditionary Learning** Core Practices and Design Principles.

**PROGRESS:** See following chart for detailed scores on the Implementation Review.

- 13 out of 16 areas received a score of “3” which indicates most components for this are have been implemented with high quality last year and 6 of 16 received that score in 2009. All other scores were a “2” which indicates that many of the components have been implemented. The decline may be due to the fact that 5 of 12 classroom teachers were in their first year of teaching. Three of these teachers were new to the profession.

Other progress toward this goal:

- A curriculum map for all grade level expeditions has been created.
- Professional development has been provided in a variety of areas and instructional protocols focused on increasing student engagement and monitored implementation.
- Each grade level team has participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year.
- Teachers have done demonstration teaching for each other in protocols for expeditions. They completed review feedback sheets and gave them to those teachers that they observed. The data collected through these collaborative observations helped to shape staff development.

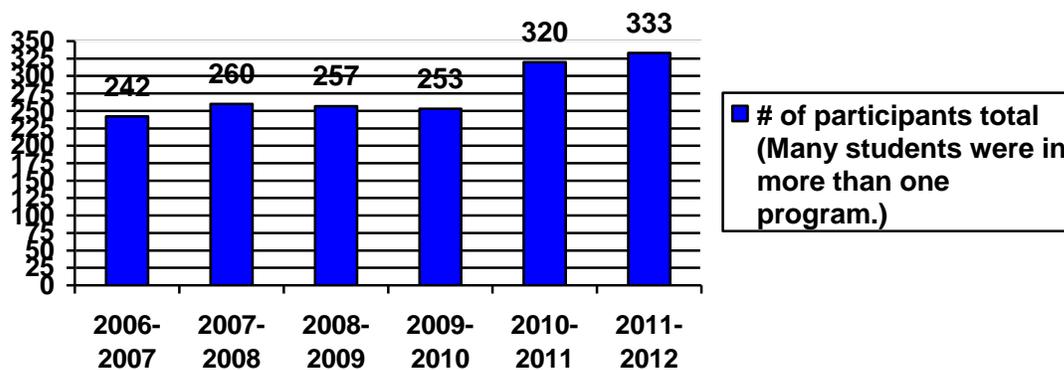
<b>EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW: PRESCOTT</b>				
Scale: 0-4 (0=no implementation; 4=implementation at high level)				
	<b>School Score in 2006</b>	<b>School Score in 2007</b>	<b>School Score in 2008</b>	<b>School Score in 2009</b>
<b>Learning Expectations</b>				
Compelling topics	3	3	3	2
Linked projects and products	2	3	3	2
Fieldwork, service, experts	2	2	3	2
Producing and presenting high quality student work	2	3	3	2
Frequency of learning expeditions	2	3	No longer on assessment	No longer on assessment
Quality/frequency of learning experiences outside the expedition	2	2	No longer on assessment	No longer on assessment
<b>Active Pedagogy</b>				
Lesson design	2	3	3	2
Use of effective practices	2	3	3	2
Teaching reading through the disciplines	2	3	3	2
Teaching writing through the disciplines	2	3	3	2
Teaching literacy through the disciplines	3	3	No longer on assessment	No longer on assessment
<b>NEW 2008</b> Teaching inquiry-based math			2	2
<b>NEW 2008</b> Effective assessment practices			3	2
<b>School Culture and Character</b>				
Culture and character in the classroom	3	3	3	3
Fostering student character and creating school culture	3	3	3	3
Building a professional learning community	3	3	3	3

<b>Leadership and School Improvement</b>				
Leadership and school improvement	3	2	3	3
<b>Structures</b>				
School structures	3	3	2	3
<b>NEW 2008</b> Effective grading and reporting structures			2	3

**GOAL 6:** Increase student participation in the visual and performing arts.

**PROGRESS:** The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening there were no after-school programs in the arts.

**Student Participation in Arts Programming**



### EXAMPLES OF PARTICIPATING IN VISUAL AND PERFORMING ARTS

- Partnerships with the Dubuque Colts Drum and Bugle Corp, The Dubuque Arts Center, St. Luke’s Church, and the Prudential Foundation have made these programs possible at no cost to the students or their families.
- Empty Bowl Project: A focus on the arts and service. Students created clay bowls for a soup supper. Participants bought tickets and all money raised went to a local church for their free community meal.
- Paper Dress Show: Each year as part of the 4<sup>th</sup> grade expedition on the human body, our students hosted a Paper Dress Show. Students designed paper dresses to model on a runway during a fashion show. This has become an annual event for the last 3 years. Now the entire school district is invited to participate.
- Mud Puppies: Each year we offer an after-school program called Mud Puppies for experiences in working with clay and three-dimensional art. The classes were taped and shown on our local television channel. Projects completed in this class have won national competitions.
- Prescott PanrhythmiXs: This is the school’s steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events and were invited to perform at the National Expeditionary Learning Conference.

Students who left Prescott and went to the middle school wanted to continue with a steel drum. We have now started a middle-school steel drum band call Pandemonium.

- This was the first year annual musical production for students in kindergarten through 5<sup>th</sup> grade.

**Recent Supervisory Visit and Comments:** October 13, 2011

The Department will continue to work with the district to provide technical assistance. Prescott Elementary is designated as a School in Need of Assistance (SINA). They are Math: SINA-7 and Reading: SINA-6. The data contained here was reported by the charter and taken from the school's Annual Progress Report.

**STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL**

**SCHOOL / DISTRICT INFORMATION:**

Storm Lake Community School District  
 621 Tornado Dr.  
 Storm Lake, IA 50588

Administrators: Dr. Carl Turner, Supt.  
 Beau Ruleaux, Principal

**DESCRIPTION OF CHARTER:**

The intent behind the Storm Lake/Iowa Central/Buena Vista Early College Charter High School was to create a “school within a school” that would increase the number of minority students that graduate from high school and continue their education, and to provide increased options for college credit offerings to all Storm Lake High School students.

**The Charter Snapshot**

**First Year of Charter:** 2005

**Charter Renewal:** 2010

**Attendance and Dropout Rates**

Number of students in Charter and demographic information is listed on Table 1.

**Table 1**

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
First Generation	46	78%	63	71%	52	88%	7	87%	60	71%	61	87%	37	75%
Low SES	36	61%	53	60%	32	54%	5	64%	45	54%	61	87%	11	22%
ELL/ESL	49	83%	68	76%	42	71%	5	73%	66	79%	57	81%	26	53%
Special Education	No Data	No Data	No Data	No Data	4	7%	6	7%	5	6%	5	7%	7	14%
Asian	4	7%	7	8%	4	7%		6%	10	12%	16	23%	4	8%
African-American	1	1%	3	3%	0	0%	3	3%	3	4%	0	0%	1	2%
Hispanic	46	78%	57	64%	38	64%	5	63%	60	71%	43	61%	29	59%

Total Non-Caucasian	51	86%	67	75%	42	71%	6	72%	73	87%	59	84%	37	75%
Males	27	46%	41	46%	25	42%	4	45%	44	52%	29	41%	31	63%
Females	32	54%	48	54%	34	58%	4	55%	40	48%	41	59%	18	37%
Juniors	36	61%												
Seniors	19	32%	41	46%										
Charter 1	4	7%	44	50%	38	64%	5	64%	52	63%	70	100%	49	100%
Charter 2	NA		4	4%	19	32%	2	33%	29	36%	0			
Charter 3	NA		NA		2	3%	4	4.50%	3	4	0			
Total Enrolled Charter	59		89		59		8		84		70		49	

Dropout rate (secondary only):

Of the 39 students who did not complete their program of study, 36 of them continued on with college at their own expense and 3 entered the workforce. Four students withdrew from classes mid-semester.

#### 7-12 Dropout Rate

2004-2005	.937%
2005-2006	2.00%
2006-2007	2.53%
2007-2008	2.23%
2008-2009	4.25%
2009-2010	2.52%
2010-2011	3.42%

### Highlights of the Year

Two students were able to complete their 2-year Associate of Arts degree after one year of Charter by taking advantage to the Early-Bird/Concurrent Enrollment courses offered at SLHS. Three other students completed their one year program to earn a carpentry diploma. 35 students will continue with their education

All students (100%) at Storm Lake High School are involved in annual planning conferences with high school guidance staff. The students (and families) meet with counselors to discuss their Four-Year Plan (Individual Learning Plan) and plan for an appropriate program of study. The Four-Year plan is extended out for Charter students to accommodate their charter program of study.

### Goal Reporting

**GOAL 1: Increase the number of first-generation, Low SES, ELL and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.**

**PROGRESS:** First-generation, Low SES, ELL and Non-Caucasian students continue to be recruited and enrolled in the Charter Program. A complete summary to the demographic data with the number of degree and college credits can be seen in Table 2. There are currently 51 students enrolled in the Charter Program for the 2012-2013 academic year.

**Table 2**

	2010-2011 # of students attaining degrees or certification		2010-2011 # of students attaining college credit		2010-2011 Total		2011-2012 # of students attaining degrees or certification		2011-2012 # of students attaining college credit		2011-2012 Total	
	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
First Generation	13	9%	52	74%	61	87%	3	6%	30	61%	37	75%
Low SES	10	7%	54	77%	61	87%	1	2%	10	20%	11	22%
ELL/ESL	10	7%	50	71%	57	81%	2	4%	22	45%	26	53%
Special Education	10	1%	4	5%	5	7%	1	2%	6	12%	7	14%
Asian	4	3%	13	19%	16	23%	0	0%	4	8%	4	8%
African American	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%
Hispanic	13	6%	37	53%	43	61%	2	4%	24	49%	29	59%
Total Non-Caucasian	8	9%	50	71%	59	84%	2	4%	31	63%	37	75%
Males	10	7%	22	31%	29	41%	5	10%	22	45%	31	63%
Females	8	6%	35	50%	41	59%	0	0%	17	34%	18	37%

**GOAL 2: Provide a more rigorous/relevant college/prep curriculum.**

**PROGRESS:** In 2011-2012 a total of 42 dual-credit, college courses were offered at SLHS. This is an increase from 35 courses the year before. Please see Table 3 for details. In addition see Table 4 for a complete list of the dual-credit/concurrent courses including the number and percentage of Juniors and Seniors enrolled and completing those courses.

**Table 3**

Number of College Credit Course Offerings at Storm Lake High School							
2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012

31	43	45	53	49	38	35	42
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**Table 4**

<b>Class</b>	<b>11th Grade</b>	<b>% of Juniors</b>	<b>12th Grade</b>	<b>% of Seniors</b>
Auto I	9	6	16	11
Auto II	0	0	10	7
Auto Lab I	0	0	10	7
Auto Maint	14	10	4	3
Basic Presentation Software	7	5	12	8
Basic Spreadsheets	7	5	12	8
Basic Word Processing	7	5	12	8
Brake Syst	9	6	16	11
Building Trades I	6	4	9	6
Building Trades II	0	0	4	3
Business Communication	1	0.75	4	3
Business Math	7	5	11	8
Calculus I	2	1.5	8	5
Calculus II	2	1.5	7	5
Care & Prev of Athletic Injury	6	4	14	10
Ceramics	0	0	3	2
CNA	3	2	11	8
Composition I	9	6	54	38
Composition II	9	6	39	28
Computer Accounting	1	0.75	2	1.5
Developmental Psychology	3	2	17	12
Diesel Tech	0	0	8	5
Dreamweaver I	0	0	6	4
Eng Repair	9	6	16	11
Graphic Design	4	3	9	6
Human Relations	4	3	10	7
Intro to Childcare	1	0.75	4	3
Intro to Health Care	2	1.5	13	9
Intro to Psychology	9	6	40	28
Intro Trans	8	6	16	11
Introduction to Accounting	1	0.75	3	2
Introduction to Literature	2	1.5	10	7
Keyboarding	3	2	2	1.5

Medical Terminology	0	0	1	0.75
Office Calculators	1	0.75	2	1.5
Office Procedures	1	0.75	2	1.5
Photography	8	6	4	3
Sociology	13	10	30	21
Statistics	1	0.75	10	7
Technical Math	0	0	5	3.5
Web Graphics	1	0.75	6	4
Welding	2	1.5	14	10

**GOAL 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science**

**PROGRESS:** A complete history of test data is shown in Table 5. Due to state changes, in 2011-2012 a different measure (Iowa Assessment) was used instead of the ITED. Therefore comparing the two exams would not be statistically accurate. The new test data will now serve as baseline data going forward.

**Table 5**

	11th Grade Percent Proficient- School Wide Data							Iowa Assessment 11th Grade Percent Proficient - School Wide Data									
ITED Results	20 04- 20 05	200 5- 200 6	200 6- 200 7	200 7- 200 8	200 8- 200 9	200 9- 201 0	201 0- 201 1	2011-2012									
Reading	67	66	70	66	72.3	63.5	65.2	64.7									
Math	65	71	67	67	65	66.4	58.2	57.7									
Science	67	68	66	75	79.4	65.9	71.1	61.3									
	11th Grade Percent Proficient-- Sub Group Data							Iowa Assessment 11th Grade Percent Proficient - Sub Group Data									
<b>READING</b>																	
Hispanic	38	39	53	51	63	48.1	53.4	61.1									
Asian	79	47	71	56	65	75	28.6	55									
Caucasian	84	87	85	90	80.9	80	93	76.5									
ELL	46	41	53	51	63.5	50	49	23.7									
Low SES	44	46	62	60	62.7	50	49	61.2									
<b>MATH</b>																	

Hispanic	45	55	46	58	54.3	57.4	150	50.7						
Asian	57	53	59	61	60	65	40	65						
Caucasian	81	82	86	80	75.9	81.8	77.2	66						
ELL	59	60	60	57	55.6	17.9	28.9	28.2						
Low SES	66	50	64	62	56.9	56.1	46.2	55.2						
<b>SCIENCE</b>														
Hispanic	47	43	49	63	73.9	57.7	61.6	65.3						
Asian	64	58	35	61	30	70	46.7	60						
Caucasian	80	86	84	93	86.1	80	94.7	56.9						
ELL	48	46	41	63	71.4	25.9	35.6	39.5						
Low SES	57	53	55	74	72.5	51.6	59	63.3						

**GOAL 4: Increase the number of dual-credit/concurrent enrollment credit earned.**

**PROGRESS:** The decrease in the number of college credits earned before and after high school as seen in Table 6 is a reflection of a lower number of Charter students enrolled in 2011-2012. Table 7 shows the demographic data of Charter students enrolled during the 2011-2012 school year.

**Table 6**

Number of College Credits Earned after Four Years of High School								
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012		
102	788	1664	1894	3130	1197	790		
Number of College Credits Earned during Four Years of High School								
		1553*	1716*	2153	1035	582		
*Note; beginning with Charter School Class of 2007-2008, we began tracking the college credit earned during the traditional four years of high school as well as the credits earned after the traditional four years of high school. We recognize that many of our Charter High School students are making significant progress in their Charter Program of study while they enrolled strictly in the high school setting.								

**Table 7**

<b>Number of Credits Earned</b>	<b>In Traditional High School</b>	<b>Outside of Traditional High School</b>	<b>Total</b>
First Generation	373	519	892
Low SES	163	286	449
ELL	293	344	637
Non-Caucasian	402	496	898
Caucasian	180	294	474

**GOAL 5: All students will have individual learning plans.**

**PROGRESS:** All students entering the Charter program will have an individual learning plan mapped out with the Charter Counselor and other Iowa Central Community College officials. Table 8 shows the number of Charter students who completed their program and of study and how many students earned college credits during their Charter year.

**Table 8**

	COMPLETERS						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Program Completers *	0	1	8	39	22*	13	5
Charter Credits**	0	1	1	18	36*	20	39

\* These students completed their program of study and earned their degree.

\*\*These students will remain enrolled in college but in 2010 will no longer be considered part of the Charter or some of these students are gainfully employed.

**Recent Supervisory Visit and Comments: November 28, 2011**

The Department will continue to work with the district to provide technical assistance. A visit is planned for January 2013.